

A DELINEATION OF RESPONSIBILITY IN EDUCATIONAL  
ADMINISTRATION AT ST. PAUL LUTHERAN CHURCH  
FORT DODGE, IOWA

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A Field Report  
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by  
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## CHAPTER I

### INTRODUCTION

The office of the Director of Christian Education has taken two directions in the parishes of the Lutheran Church--Missouri Synod. They are: first, the director who operates in a parish with a parochial school, serving as school principal as well as coordinating the educational program of the parish; and, secondly, the director who coordinates the educational program of the parish without a Christian day school.

#### I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to chart the administrative structure of St. Paul Lutheran Church, Fort Dodge, Iowa; (2) to collect information regarding the duties of Directors of Christian Education in the Lutheran Church--Missouri Synod; (3) to acquire data concerning the church's concept of the responsibilities of the office of the director as the church has created the role; (4) to develop guidelines for the roles of the Director of Christian Education and the elementary school principal at St. Paul Lutheran Church, Fort Dodge, Iowa; and (5) to delineate the responsibilities of the Director of Christian Education and the school

principal in the administration of the elementary school.

Importance of the study. In Lutheran Elementary Schools In Action, Theodore P. Gerken stated that:

"...if the school is to serve children effectively, and if the school is to foster the purposes of the congregation, the administration and supervision must proceed according to certain principles. . . . the policy-executing agents must clearly be defined."<sup>1</sup>

The office of the Director of Christian Education is a relatively new one in the Lutheran Church--Missouri Synod. The creation of this role had as its prime concern the coordination and extension of the total educational program of the local parish and its agencies.

Because of the large membership of St. Paul Lutheran Church and the scope of its educational program, including parish and day school activities, it is necessary to develop an efficient plan of educational administration. It was the purpose of this study to propose an administrative structure that would best serve the needs of the total educational program, but specifically, the elementary school.

Limitations of the study. This study was limited to fifty Directors of Christian Education in the continental

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<sup>1</sup>Victor C. Krause (ed.), Lutheran Elementary Schools In Action (St. Louis: Concordia Publishing House, 1963).

United States. The pastors of the parishes where these directors were serving were not contacted and are not represented in the results of this study.

It is recognized that questionnaires have certain inherent weaknesses. The use of the questionnaire tended to place rather rigid restrictions on the data received from the field study.

The analysis of the data collected was based specifically on the needs of the local parish of St. Paul Lutheran Church, keeping in mind the total concept of the Director of Christian Education operating in a large parish with an elementary school.

## II. PROCEDURE

The administrative structure of St. Paul Lutheran Church was examined in detail and two charts developed to illustrate the administrative organization of the parish, and the personnel involved in parish administration.

A questionnaire was developed, validated and distributed to a representative group of Directors of Christian Education in the Lutheran Church--Missouri Synod for the purpose of compiling information on educational responsibilities in local parishes. The validation of this questionnaire was carried out by members of the staff of St. Paul's as well as staff personnel from other



congregations in Fort Dodge, Iowa.

The data obtained from the questionnaire were compiled and presented in Chapter III entitled "Duties and Responsibilities of Educational Administration in Local Parishes."

The concluding chapter of the report deals with conclusions and recommendations based upon the data presented.

Research was made in publications of the church and the Lutheran Education Association, including previous research projects, as well as a review of current literature relative to the duties and responsibilities of the elementary school principal.

The results of this research, combined with the peculiar needs of the local parish, provided a context for the development of the proposed roles of the Director of Christian Education and school principal at St. Paul Lutheran Church.

Additional investigation and interview with staff personnel at St. Paul's led to the delineation of responsibility in school administration between the Director of Christian Education and the school principal.

### III. DEFINITIONS OF TERMS USED

Questionnaire. Unless otherwise specified, references to the questionnaire will deal with general areas

of investigation. The questionnaire with general areas of investigation and the areas of responsibility listed under each is placed in the Appendix of the report.

Total educational program of the parish. The total educational program of the parish is composed of all agencies and activities which are conducive to a formal setting.

Director of Christian Education. The Director of Christian Education is the superintendent of all educational activities of the parish. The terms "Director of Christian Education" and "director" are used interchangeably.

## CHAPTER II

### THE REVIEW OF LITERATURE CONCERNING THE DIRECTOR OF CHRISTIAN EDUCATION AND THE LUTHERAN ELEMENTARY SCHOOL PRINCIPAL

This chapter is concerned with a review of current literature relative to the positions of the Director of Christian Education and the Lutheran elementary school principal.

#### I. THE DIRECTOR OF CHRISTIAN EDUCATION

The duty of the church in Christian education is pin-pointed in the Handbook of the Lutheran Church--Missouri Synod as follows:

One of the basic tasks of the church is to edify the body of Christ. This work of Christian education is a ministry of Christ's members to Christ's members in Christ's name.

The Synod urges that every congregation recognize that the process of making disciples for Christ is a lifelong process:

- a. It begins in the concern of the church for the newly baptized infant.
- b. It continues through childhood, youth and adulthood.
- c. It depends on the role of the Christian home as a Christian school for its members.
- d. It involves all informal as well as formal educational programs of the church for all age levels particularly in the local parish.<sup>1</sup>

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<sup>1</sup>Lutheran Church--Missouri Synod, Handbook of the Lutheran Church--Missouri Synod (St. Louis: The Lutheran Church--Missouri Synod, 1966), p. 141.

The District Handbook of Iowa District West further emphasized this function: "The furtherance, promotion and extension of Christian Education shall be one of the chief functions of the Iowa West District."<sup>1</sup>

Christian education is not an option for a Christian congregation. The increased attention to public education and the invasion of secularism, scientism, and materialism into American culture give top priority to the development of a broad base of Christian education activities in the church.<sup>2</sup>

How a program of Christian education is to be conducted within a local congregation is to be determined by that congregation. Circumstances may change, but the need for quality Christian education is constant.

Although the educational task of the church is a single task, it becomes increasingly difficult for the pastor of the local congregation to meet all the demands of preaching, guiding teachers and leaders, visiting, counseling, and administering the program.

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<sup>1</sup>Iowa District West, Lutheran Church--Missouri Synod, District Handbook of Iowa District West of the Lutheran Church--Missouri Synod (Fort Dodge, Iowa: Iowa District West, 1967), p. 14.

<sup>2</sup>Martin Wessler, "Do You Make the Most of the School You Have?", Advance, (May, 1966), 33.

It is a fact of modern church life we can no longer escape. The church has become a busy institution demanding of the minister the same basic executive talents so vital to any businessman. A growing, well-run, and properly organized congregation requires an efficient administrator.<sup>1</sup>

When the task gets beyond the capacity of the pastor, professional assistance may be provided in a variety of ways. In some congregations an associate pastor or an assistant pastor provides assistance; others may employ a vicar, or deaconess, or an individual with a specific portfolio of responsibilities. Among the varieties of specialized ministries in a congregation are the director of Christian education, the director of youth work, and the minister of music. Sometimes two or more of these ministries are combined in a single office.<sup>2</sup>

The Board for Parish Education of the Lutheran Church--Missouri Synod proposed to the church's forty-fourth annual convention that ". . . Synod encourage congregations to analyze their parish education program and, where needed, establish the office of Director of Christian Education."<sup>3</sup>

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<sup>1</sup>Thomas Klewin, "Administrator: Pretense or Vital Role?", Advance, (November, 1965), 16-17.

<sup>2</sup>Arthur Miller, "The Director of Christian Education," Bulletin for Directors of Christian Education, (October, 1965), 1.

<sup>3</sup>Ibid.

In response to the recommendation, the Synod adopted the following resolution:

Resolved, that congregations be encouraged to analyze their parish education program, and where needed, to establish the office of "minister of Christian education" in order to provide additional leadership for the educational program of the congregation.<sup>1</sup>

Mason summarized the reasons for the justification of the office of the director as follows:

1. The high standards in public education demand of the church school better trained personnel.
2. The challenges of a secular society compel the church to develop a wholesome, spiritual, well-filled Christian program.
3. The pastor needs the help of a specialist in the field of Christian education.
4. Christian education as an agency in evangelism is very important in terms of promotion, curriculum, organization, administration, instruction, and demands more time and attention than the hard-pressed pastor can give it.
5. The employment of a trained pastor and a director provides sufficient professional leadership in

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<sup>1</sup>The Lutheran Church--Missouri Synod, Reports and Memorials, 44th regular convention, June 17-June 27, 1959, (St. Louis: Concordia Publishing House, 1959, p. 283.

education to train and maintain an adequate volunteer staff of workers.<sup>1</sup>

Congregations with established schools have in their teachers a leadership resource for the total program of parish education. Many congregations with a school designate one of the teachers, usually the principal, as Director of Christian Education. Although this practice results in the establishment of the office of the director, the larger congregations may find that this situation results in the majority of the director's time and energies flowing into the administration and supervision of the elementary school, while the remaining portion of the parish education program receives little attention. As a result, the total parish program is not being served as it should be.

A growing number of congregations without schools have established the office of Director of Christian Education. This person assists the pastor and congregation by providing professional leadership for the Sunday School, the Weekday School, the Vacation Bible School, the youth programs and for other educational activities of the congregation. In some instances the director may also be able to lay the groundwork for the eventual establishment of an elementary

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<sup>1</sup>Arnold Mason, Abiding Values in Christian Education (Westwood, New Jersey: Fleming Revell, 1955), pp. 150-51.

school.<sup>1</sup>

The concept of the director being involved with the total educational program of the parish allows for the supervision of the broad-base scope of the educational program. However, this does little for the parishioner in the way of defining the purpose and work of the director.

It should be clear that the Director of Christian Education has three basic concerns in the parish education program. (1) An adequate program of Christian education that serves potentially all members of the Christian congregation. (2) A teaching staff in all educational agencies that is trained to do effective work in Christian education. (3) Adequate administration and supervision of parish education through the local board of Christian education, the pastor, the school principal, the Sunday School superintendent, and department leaders for every educational agency created.<sup>2</sup>

The office of the Director of Christian Education has not been without its difficulties. McNeil summarized these in the July-August issue of Religious Education. McNeil urged that:

1. Trainees for the office receive a "greater grounding in theology."
2. The pastoral candidates receive a "far more serious and realistic study of church-staff relationships."
3. Both the pastor and the director give creative

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<sup>1</sup>Miller, loc. cit.

<sup>2</sup>Ibid.



thought to "team ministry" to clarify the significance and role of the director.<sup>1</sup>

An example of such a team ministry was reported on in the September, 1965, issue of Advance. The team ministry idea had been in practice in Ascension Lutheran Church, Hyattsville, Maryland, since 1961. The pastor and director form the basic team with major areas of parish responsibilities being shared by them. The pastor was responsible for the evangelism program in addition to his regular pastoral duties, while the director "is charged with all areas of Christian education, including the Christian day school, and youth work."<sup>2</sup>

The most crucial facet of such a ministry is the careful planning and coordination of the work of the parish. Weekly conferences are a minimal consideration in sharing ideas, offering suggestions and insights for one another's responsibilities, and carrying on the work of the congregation in an orderly fashion.

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<sup>1</sup>Jesse McNeil, "The Next Years for the Director of Christian Education," Religious Education, (July-August, 1965), 314-17.

<sup>2</sup>Henry Schroeder, "Parish Team Ministry," Advance, (September, 1965), 11-12.

Another important consideration of the team ministry is the fact that in larger congregations there are additional staff members to supplement this "basic team" and these can be channeled into various phases of the parish program. Youth work, for example, may be the immediate responsibility of one of the staff members, who in turn is responsible to the Director of Christian Education. The director, then, is responsible for the leadership and development of the youth program as an agency of the total parish educational program.<sup>1</sup>

There is no question that this office will remain with the church in the future and become an increasingly important role in the local parish program. As enrollments in church schools increase, the program will demand close study and supervision. As congregations realize the educational ministry of the church they will require additional help and leadership.

McNeill summarized the future of the Director of Christian Education when he indicated that the directors must take the offensive in shaping the future course of Christian Education in the congregations and in their wider relationships. He urged that the Directors of Christian Education conceptualize their experiences where they are serving Christ, exercise the Christian Educator's imagination,

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<sup>1</sup>Ibid., p. 12.

and share their understandings with the local church, the denominational board, and the seminaries where future leaders in education will be trained.<sup>1</sup>

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<sup>1</sup>McNeill, op. cit., p. 336.

## II. THE LUTHERAN ELEMENTARY SCHOOL PRINCIPAL

The purpose of the Christian elementary school and of the Christian congregation are identical, namely to direct growing persons to an understanding of and growth into Christian maturity. This means the development of certain attitudes, convictions, and appreciations which influence the individual's forms of expression in life.<sup>1</sup>

In keeping with its overall purpose, the congregation establishes an elementary school to help parents give their children an integrated Christian education. This means that the purpose of the school is to supplement and develop the work of the Christian home. If the school is to serve the home effectively, then there must exist certain principles upon which the administration and supervision of the school proceed. Where responsibility is delegated, sufficient authority must also be delegated.<sup>2</sup>

The congregation as a legal corporation owns and operates the elementary school. Normally, government of the school is a responsibility of the voters' assembly. The voters' assembly, however, usually delegates immediate control of the elementary school to a board of Christian education, at the same time reserving to itself the right to decide on major

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<sup>1</sup>Victor Krause (ed.), Lutheran Elementary Schools in Action (St. Louis: Concordia Publishing House, 1963), p. 86.

<sup>2</sup>Ibid., p. 89.

changes in policy, administration, or program.<sup>1</sup>

While Christian education is the responsibility of the entire congregation and while the voters' assembly should give comprehensive attention to the program, the board of Christian education is the agent of the congregation charged with the task of giving overall leadership for the total educational program. Such leadership requires careful study of available materials on the organization, administration, and supervision of the various agencies and an examination of the teaching materials available. It requires the best utilization of the space available for Christian education and the securing of equipment needed for the program. It also requires the appointment or election of leaders and teachers for every agency of Christian education.<sup>2</sup>

The scope of the duties of the Lutheran school principal has greatly changed over the years. Increased enrollments, decreasing teacher tenure, and the tremendous strides in education have pushed the Lutheran elementary school into the realm of its public counterpart. The

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<sup>1</sup>Ibid., p. 90.

<sup>2</sup>The Lutheran Church--Missouri Synod, Bulletin For Boards of Christian Education, Bulletin No. 1 (St. Louis: Board of Parish Education, The Lutheran Church--Missouri Synod, 1960), p. 1.

following description is all too accurate of the former Lutheran elementary principal:

Not too many years ago the majority of Lutheran schools had one, two, or three teachers. Staff members were predominantly male, with lengthy local tenure. Textbooks and materials were quite constant, and the need to examine new materials was at a minimum.

The teacher designated as principal had little to do with teacher personnel, school orientation, or even public relations. He was concerned about school enrollments, general scheduling, the replacement of texts and materials when necessary, and supplying information of various kinds.

The position, however, was seldom viewed in the same manner as that of the neighboring public school administrator. The position was one of honor rather than of responsibility.<sup>1</sup>

This is to be contrasted with the Lutheran elementary principal of today. Today's principal is expected to be the curriculum authority and coordinator, as well as a leader of education in the parish. Much time is required to keep up with the developments in elementary school curriculum as well as developments in Christian education.

In addition to guidance and counseling responsibilities with pupils, parents, and teachers, the principal must be up-to-date on all measurement devices to evaluate pupil progress.

Supervision of instruction and in-service training

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<sup>1</sup>Roy Krause, "School Administration Takes Time," Advance, (January, 1967), 23-24.

are additional dimensions of the concerns of the principal. At the same time Federal and state aid to education, the school bus program, the school lunch program, janitorial services, and district obligations have usurped his time.<sup>1</sup>

Additional implications affecting the role of the Lutheran elementary principal were seen in a report of the 101st annual convention of the American Association of School Administrators which stated that:

The principal of tomorrow will be (1) better informed, conversant with the political, economic, and social-change aspects of our times, expert in educational research and innovations, aware of the dynamics of the urbanization process on society and its children, and abreast of scientific and technological progress. (2) More concerned and involved in improving classroom processes, one who gets other people to take care of the "nuts and bolts" aspect of school operation, one who faces up to our biggest educational myth--that college graduates are qualified teachers, a leader in in-service training activity. An expert in evaluation of pupil learning--measuring kinds of things like responsibility, creativity, stick-to-it-tiveness, an expert in assisting children, teachers, and himself in remaining secure in a complex, changing world and profession, involved in the educational teaching-learning process with his "sleeves rolled up"--knowing where to get the resources to help teachers do a better job. (3) One who exercises greater autonomy in operating his own building and program, hires his own staff, creates his own budget, and coordinates all special services.<sup>2</sup>

The progression of the duties of the principal from

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<sup>1</sup>Ibid., p. 24.

<sup>2</sup>Allan Zimmer, "The AASA: Reflections," Lutheran Education Association, CII, (October, 1966), 66.

(1) teaching pupils, (2) keeping records, (3) assuming responsibility for the care of the building, and (4) preparing reports for the commissioners,<sup>1</sup> to (1) personnel leadership, (2) plant management, (3) business management, and (4) public relations<sup>2</sup> in the last 140 years gives emphasis to the changing role of the administrator.

As Zimmer indicated, the administrator must demonstrate a high degree of integrity, keep the board well informed, utilize public relations, provide time needed for self and staff in these matters, demonstrate a high Christian ideal of American citizenship, participate, not just observe, and maintain a high degree of professional competence.<sup>3</sup>

By way of summary, Keuer's listing of the principal's administrative and supervisory functions, particularly as they relate to the school, follows:

#### THE PRINCIPAL AS AN ADMINISTRATOR

The principal -

##### General Functions

1. Is responsible for executing policies adopted by the congregation and board of education.

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<sup>1</sup>George Kyte, How To Supervise (Cambridge, Massachusetts: The Riverside Press, 1930).

<sup>2</sup>Willard Elsbree, and Harold McNally, Elementary School Administration and Supervision (New York: American Book Company, 1959).

<sup>3</sup>Zimmer, op. cit., p. 63.



2. Is responsible for all special school programs, religious services, projects, and co-curricular activities, even though he delegates the direction of such activities.
3. Prepares and administers the annual school budget in cooperation with the staff and board of education.

#### Personnel Functions (Staff and Pupils)

1. Arranges regular, purposeful meetings of teachers and, as needed, of the non-teaching staff.
2. Takes a leading role in securing qualified personnel for the school.
3. Orients new staff members, including non-instructional personnel.
4. Works to create a cooperative spirit among the staff members.
5. Represents the needs and interests of his staff before the board of education and the congregation.
6. Deals according to Matthew 18:15-17 with staff members who disrupt the school's work, enlisting the help of the pastor, the board of education, and the congregation when necessary.
7. Prepares a staff handbook for his school.
8. Approves all admissions, transfers, promotion accelerations, demotions, suspensions, or expulsions of pupils in line with policies adopted by the board of education and the congregation.
9. Provides for an effective guidance program, including a systematic plan for reporting pupil progress.
10. Has the cumulative record of each pupil on file in his office.

#### Instructional Program Functions

1. Provides for a periodic evaluation of textbooks and other instructional materials.
2. Orders all school materials or approves orders before others place them.

#### School Plant Functions

1. Is responsible for hygienic conditions in the school (proper seating, heating, ventilation, cleanliness and sanitation, lighting).

2. Is responsible for building and equipment maintenance, recommending to the board of education and/or the trustees any needed repairs, replacements, or additions.

### Clerical Functions

1. Prepares promptly reports required by local, state, national, and synodical officials.
2. Keeps on file an accurate inventory of all school equipment, books, and supplies.
3. Is responsible for collecting all moneys and maintaining accurate financial records, even though he delegates some of this work.

### Promotional Functions

1. Promotes a clear understanding of the school's distinctive nature, both in the congregation and in the community.
2. Reports regularly to the congregation and board of education on the school's purpose and work.
3. Is responsible for all public relations, even though some areas may be delegated.
4. Deals with salesmen; local, state, and national officials; the public school; synodical officers; and the general public.
5. Prepares for general distribution a school handbook listing philosophy, objectives, policies, services, personnel, and other essential items.
6. Develops plans to identify and recruit full-time workers for the church.

## THE PRINCIPAL AS A SUPERVISOR

The principal -

1. Tries to know each school child personally.
2. Reviews each teacher's daily program at least once a semester.
3. Knows how each class is meeting its work schedule.
4. Visits classes regularly and keeps confidential records of the visits.
5. Counsels with each teacher after the classroom visit (also at other times when needed), emphasizing the need for Christian instruction and discipline.

6. Determines the course of study in consultation with the faculty and makes the necessary recommendations to the board.
7. Is responsible for playground, corridor, gymnasium, lunchroom, and other supervision, even though he may delegate the actual work.
8. Directs the standardized testing program in all classes and provides for the recording and studying the test results.
9. Arranges for developing and supervising library facilities and activities.
10. Promotes and oversees the use of audio-visual materials.
11. Is concerned about the Christian and professional growth of his staff (through attendance at staff meetings and conferences, reading of professional periodicals and books, and other professional activities).<sup>1</sup>

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<sup>1</sup>Edward Keuer, The Lutheran Elementary School Principal, Bulletin on Christian Education, No. 303 (St. Louis: Board of Parish Education, The Lutheran Church--Missouri Synod, 1959), p. 3.

### CHAPTER III

#### THE DUTIES OF THE DIRECTOR OF CHRISTIAN EDUCATION AND THE ELEMENTARY PRINCIPAL AT ST. PAUL'S LUTHERAN CHURCH, FORT DODGE, IOWA

This chapter presents: (1) the results of the survey of Directors of Christian Education in the Lutheran Church--Missouri Synod; (2) the organization of parish administration at St. Paul's; (3) the guidelines for the Director of Christian Education; (4) the guidelines for the elementary school principal; and (5) the delineated responsibilities of the director and principal in the administration of the elementary school.

#### I. RESULTS OF THE SURVEY

A questionnaire was sent to fifty Directors of Christian Education in the Lutheran Church--Missouri Synod. Twenty-five of these directors served in congregations that operated elementary schools; twenty-five directors served in congregations without parish schools.<sup>1</sup>

The items used in the questionnaire were a composite of suggestions which came from discussions with staff personnel at St. Paul Lutheran Church, Fort Dodge, Iowa.

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<sup>1</sup>See Appendix B, p. 46.

Eighteen of the twenty-five directors serving in parishes without elementary schools and twenty of the twenty-five directors serving in parishes with schools returned their questionnaires. The results are tabulated in Tables I and II which follow. They indicate a degree of shared responsibility between the pastor and the Director of Christian Education in the formal educational agencies of the church, such as the confirmation program and the adult education agencies, with the exception of the elementary school.

TABLE I

DISTRIBUTION OF ADMINISTRATIVE RESPONSIBILITIES OF  
EDUCATIONAL AGENCIES IN PARISHES WITHOUT SCHOOLS,  
THE LUTHERAN CHURCH--MISSOURI SYNOD, 1967

Parish Agency	DCE	Pastor	Layman	Pastor DCE	Layman DCE
Sunday School	11	0	1	3	3
Adult Education	1	0	0	16	1
Confirmation	0	1	0	17	0
Youth Groups	11	0	1	5	1
Scouts*	0	0	6	0	2
Sports**	4	0	6	0	6

\*Ten parishes had no scouting program.

\*\*Two parishes had no organized athletic program.

TABLE II

DISTRIBUTION OF ADMINISTRATIVE RESPONSIBILITIES OF  
EDUCATIONAL AGENCIES IN PARISHES WITH SCHOOLS,  
THE LUTHERAN CHURCH--MISSOURI SYNOD, 1967

Parish Agency	DCE	Pastor	Layman	Pastor DCE	Layman DCE	Other Staff
Elementary School	19	0	0	0	0	1*
Sunday School	12	0	3	2	3	0
Adult Education	0	5	1	14	0	0
Confirmation	0	9	0	11	0	0
Youth Groups	7	3	0	3	5	2
Scouts**	0	0	9	0	1	0
Sports***	8	0	1	1	4	1

\*Teaching principal, but not a director.

\*\*Ten parishes had no scouting program.

\*\*\*Five parishes had no organized athletic program.

Two of the directors in parishes with schools had no classroom teaching responsibilities but served as principals of their respective schools. Two other directors served as principal and had half-day teaching responsibilities.

The results of the survey indicate a close involvement between the pastor and director in formal educational agencies; however, a significant number of pastors hesitated to relinquish sole responsibility for these programs in parishes that operated an elementary school, due to the responsibilities of school administration which tie the Director of Christian Education down.

Both types of parishes indicate a moderate amount of lay activity, with little creative work demonstrated on the part of the director.

## II. ORGANIZATION OF PARISH ADMINISTRATION

In order to describe the administrative structure of St. Paul Lutheran Church a study was made of the lines of responsibility of personnel and existing organizations. The results of this study appear in the Appendix of this report.<sup>1</sup> Ultimate authority and responsibility was vested in the congregation through the voters' assembly<sup>2</sup> which

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<sup>1</sup>See Appendix C, p. 48.

<sup>2</sup>See Chapter II, p. 15.



delegated these powers to personnel and organizations within the congregational structure.

The pastor, as the administrative head, was responsible for the total program of the parish, including all educational facets. The called Director of Christian Education operated under the pastor and was responsible primarily for the operation of the elementary school, and served as principal of the same. Other responsibilities included the Sunday School, the confirmation program, and various special programs. Because of a personnel shortage, the director has also managed a classroom the second semester of this past year.

The results of the study of the parish administrative structure incorporated the existing parish structure, but included a proposed change in personnel and responsibility, namely the addition of one staff member, and the separation of the offices of the Director of Christian Education and the school principal. These changes were justified by the following reasons: (1) the size of St. Paul Lutheran Church with 28000 souls; (2) the operation of a large elementary school; and (3) the planned expansion of the parish education program.

Because of the peculiar nature of every local parish, it was decided to examine and interpret the information gained from the survey conducted, as well as the current

literature on parish and school administration specifically according to the needs of the program at St. Paul's.<sup>1</sup>

Frequent conferences with the pastor, director, and other staff members, in addition to the research and questionnaire information, led to the formulation of the proposed guidelines for the office of the Director of Christian Education and the elementary school principal at St. Paul Lutheran Church which follow.

### III. THE DIRECTOR OF CHRISTIAN EDUCATION

The guidelines for the Director of Christian Education at St. Paul Lutheran Church, Fort Dodge, Iowa, were developed after completing the review of literature and tabulating the results of the questionnaire used in this study. They are a result of discussion which took place at numerous staff meetings, particularly meetings which involved the administrative personnel of the parish education program. The guidelines follow:

The Director of Christian Education:

1. will plan, initiate, and maintain a comprehensive educational program for St. Paul Lutheran Church. This will involve all age levels and include all agencies within the parish. He will cooperate

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<sup>1</sup>See Chapter I, p. 3.

with other staff members and agency heads to organize and conduct the most effective program for each specific group.

2. Is responsible for the recruitment and training of leaders and teachers for the parish educational program. This includes both orientation of new teachers as well as in-service training for the teachers and leaders of various agencies. In the case of the elementary school, the director will work closely and cooperate with the principal, as the administrator-supervisor of the school program, in the procurement of new teachers.
3. Will be responsible for the development of a statement of objectives for the total educational program of the parish. He will discuss the objectives of Christian Education with staff personnel and leaders of each agency and work toward the acceptance and use of the objectives in the program.
4. Will work with the pastor, other staff personnel, and the Parish Board of Christian Education on the development of sound policies for the education program of the church. The director will also be expected to shape up specific recommendations to be presented to the board for consideration and approval.

5. Will coordinate and unify all elements of the parish educational program. He will blend the diverse factors of all parish agencies into a complimentary program of Christian Education. This objective must remain foremost in counseling with leaders and teachers of the various agencies.
6. Will be responsible for the supervision of the total educational program of the church. While this authority may be delegated, the director must retain primary responsibility for the supervision of lay leaders, teachers, and the learning conditions in the various agencies of the parish.
7. Will work with the agency leaders to determine the maximum use of the building and equipment and determine desirable new equipment and facilities.
8. Will assume leadership in interpreting the educational program of the congregations, and its objectives, to the participants of the various agencies, members of the congregation, and the community. This must be carried out in close association with the pastor.
9. Will, as supervisor of all educational agencies of the parish, be responsible for the coordination of the parish youth program. He will work jointly with the youth director in coordinating all phases of youth work in the parish.

#### IV. THE ELEMENTARY SCHOOL PRINCIPAL

The circumstances preceding the development of the guidelines for the elementary school principal at St. Paul's were the same as those which preceded the guidelines for the director outlined in the section above.<sup>1</sup> It was the responsibility of the director and the principal to finalize the enumeration of the principal's responsibilities.

The elementary school principal:

1. Will be responsible for the administration and supervision of the program of St. Paul's Lutheran School. He will work under the direction of the Director of Christian Education and act as head of the teaching staff of the school.
2. As head of the teaching staff, will assume the initiative in teacher recruitment, cooperating with the director, and making his recommendations to the board of education accordingly.
3. Will work with the director and staff personnel in developing sound objectives for the school program, keeping these objectives before the parents, teachers, and pupils, as well as the parish and community, and continually evaluating and adjusting

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<sup>1</sup>See p. 29.

them to meet the needs of the school population.

4. Is responsible for creating such an atmosphere in the school as to encourage the development and constant evaluation of a curriculum that fulfills the requirements of the state as well as meets the goals set for it by the church. Faculty discussion, projects assignments, and personal study shall be carried out to improve the instructional program of the school and keep pace with the constantly changing social environment.
5. Shall serve as the guidance director for the school providing materials necessary for a broad program of pupil identification and diagnosis. Provisions for meeting individual differences and providing effective counseling for parents, teachers, and pupils are his responsibility.
6. Shall regularly, formally and informally, meet with his staff and its individual members. Such encounters are to develop professional leadership, a unified effort, and professional competence, as well as aiming at the improvement of the instructional program, continuous evaluation and review of objectives and progress. Included in this area are in-service programs, faculty meetings, and workshops as well as counseling sessions.

7. Shall serve as the liason officer between the school and the board of education. This bridge will be completed with the knowledge and cooperation of the Director of Christian Education. The principal will keep the board fully informed on the progress of the school and its needs. He will call the attention of the board to problems that require board action, and guide the board in the formulation of school policies.
8. Will represent and interpret the school to the parish and the community. Through his efforts and encouragement a good rapport and reputation will be established with the other schools and citizenship of the community by consulting other educational leaders, conferring with public school teachers and administrators, and participating with other schools in activities.
9. Will supervise the maintenance of the school facilities making recommendations to the business manager on the care, repair, and replacement of the furnishings of the physical plant. His association with the non-teaching staff will be advisory, with delegated responsibilities and authorities as delineated later

in this chapter.<sup>1</sup>

V. A DELINEATION OF ADMINISTRATIVE RESPONSIBILITY  
IN ST. PAUL'S LUTHERAN SCHOOL

The administrative authority and responsibility for the operation of St. Paul's Lutheran School is illustrated in Table III.<sup>2</sup> This table deals only with the administration and supervision of the school, and does not take into consideration any of the other parish responsibilities of the Director of Christian Education.

Where shared responsibilities are indicated, the director and principal share a corporate role; the principal is advised of actions taken in cases of responsibilities assigned solely to the director.

The table was developed after examining current literature, the school program at St. Paul's, and meeting with the Director of Christian Education at St. Paul Lutheran Church. Responses to the questionnaire used are also reflected in the results.<sup>3</sup>

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<sup>1</sup>See Table III, p. 36.

<sup>2</sup>Ibid.

<sup>3</sup>See Tables I and II, pages 25 and 26.



TABLE III

RESPONSIBILITIES OF THE DIRECTOR OF CHRISTIAN EDUCATION  
AND THE ELEMENTARY PRINCIPAL AT ST. PAUL'S  
LUTHERAN SCHOOL, FORT DODGE, IOWA

Principal	Shared	Director
..... Objectives and Goals .....		
..... Teacher Recruitment .....		
Teacher Supervision .....		
School Records .....		
County Records .....		
Books and Materials .....		
Discipline .....		
Plant Operation .....		
Pupil Admissions .....		
Pupil Counseling .....		
Parent Counseling .....		
Teacher Counseling .....		
Special Programs .....		
Co-curricular Activities .....		
..... Program Development .....		
..... Testing Program .....		
Student Teacher Program .....		
Teacher Meetings .....		
School Board Section		
of Parish Education		Board of Parish
Board .....		Education
.....		District Relations
..... Home Visits .....		
.....		Worship Sessions

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

It was the purpose of this study to propose a new administrative structure for the educational program of St. Paul Lutheran Church, Fort Dodge, Iowa. This was accomplished by requesting information from fifty Directors of Christian Education of the Lutheran Church--Missouri Synod concerning their duties. This request was made in the form of a validated questionnaire distributed to them. The writer studied and categorized the accumulated data received from the survey. This was then compared to the results of the study of the parish administrative structure made at St. Paul's. The latter was a result of an examination of parish organizations and personnel, and discussions with staff members. By noting concentrations of administrative authority and responsibility, comparing and contrasting these with similar findings at St. Paul's, guidelines for the Director of Christian Education and the elementary school principal and a delineation of responsibilities with regard to the supervision of the school were developed.

Preceding the development of the guidelines and the delineation of responsibilities between the director and the school principal, a review of literature pertinent to the study was made by the writer. The summarization of

literature was reported in Chapter II. The results of the survey of directors are recorded in Chapter III with the organization of parish administration, and the guidelines and delineation of responsibilities for the Director of Christian Education and the elementary school principal.

### I. CONCLUSIONS

The limitations became more apparent as the study progressed. The use of a questionnaire in conducting the survey placed rigid restrictions on the data collected from the field. The translation and application of insights gained through the survey and the review of literature were affected by the local conditions of the parish, specifically its size.

The results of this study indicate an approach to parochial educational administration which demonstrates efficiently a working concept of separate offices of a superintendent, the director, and an elementary principal in the local parish, thereby clarifying the role of each in the operation of the church school.

Due to the many variables which exist in local parishes with parochial schools, and the very nature of public and parochial education, comparisons between the proposed educational administrative program and its public

school counterparts must be made with reservations which are inherent to each.

Where most public school administrative programs are rigid in terms of manipulation of responsibilities the proposed administrative program achieves flexibility while retaining the necessary degree of consistency in program operation.

It was felt that the discussions which took place between staff personnel regarding the educational program aided in solidifying concepts of the roles of the Director of Christian Education and the elementary school principal in the parish.

## II. RECOMMENDATIONS

From comments expressed during and at the completion of the interviews used for developing the guidelines and delineation of responsibilities the following recommendations appear pertinent:

1. St. Paul Lutheran Church relieve the Director of Christian Education of direct contact and responsibility with the supervision of the elementary school by calling another man to serve as principal.
  2. The Director of Christian Education be charged with the responsibility for the administration
-

and supervision of the total parish educational program.

3. The elementary school principal be required to teach half-days, allowing ample time for administrative and supervisory duties.

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## APPENDIX

## APPENDIX A

Dear Sir:

The following is part of the data required in a research project for the completion of the requirements of the M.S. Ed. degree on which I am now working. I would greatly appreciate your cooperation in completing the enclosed questionnaire and returning it to me by July 20, using the envelope provided.

I have attempted to be brief, concise, and direct with what I feel is an important issue in Lutheran Christian Education today.

If you wish a copy of the summary of responses to this survey when compiled, please indicate by filling in your name and address in the blanks provided below.

Sincerely,

/s/ Don H. Wischmeyer  
DON H. WISCHMEYER

---

name

---

address

---

city

## APPENDIX B

I. Please answer yes or no in the blank provided.

1. Does your parish have a day school? \_\_\_\_\_

NOTE: If answer is no, disregard  
remainder of part I.

2. Do you serve as principal? \_\_\_\_\_

3. Do you have any classroom teaching duties? \_\_\_\_\_

II. Indicate the responsibility for the following by using the appropriate letter designation. Where a shared responsibility exists, please indicate by filling in all letters designating the appropriate personnel. Please indicate which person has the PRIME responsibility by placing their code letter first. If any other exception occurs please fill in position of responsible individual. BE SPECIFIC! If your congregation has no day school, please skip the first section.

A. Pastor    B. DCE    C. Principal (other than DCE)  
D. Layman

Christian Day School:

Teacher Recruitment	_____	County/School Records	_____
Teacher Supervision	_____	PTA	_____
Teacher Counseling	_____	Plant Maintenance	_____
Faculty Meetings	_____	Special School Programs	_____
Parent Conferences	_____	Testing Program	_____
Curriculum Planning	_____	Board for Parish	_____
Faculty Workshops	_____	Education	_____
New Teacher Orientation	_____	Home Visits	_____

Sunday School Operation:

Youth Groups:

Teacher Recruitment	_____	Recruitment of	_____
Teacher Training	_____	Counselors	_____
Teacher Supervision	_____	Training of	_____
Curricular Materials	_____	Counselors	_____
Records	_____	Supervision of	_____
Special Programs	_____	Activities	_____
Home Visits	_____		

Adult Education:

Bible Class Teacher Recruitment \_\_\_\_\_  
 Bible Class Teacher Training \_\_\_\_\_  
 Bible Class Teacher Supervision \_\_\_\_\_  
 Bible Class Curriculum \_\_\_\_\_  
 Church Organizations \_\_\_\_\_  
 Bible Institutes \_\_\_\_\_  
 Special Events \_\_\_\_\_

Confirmation Program:Youth:

Curriculum \_\_\_\_\_  
 Instructors \_\_\_\_\_  
 Parent Conferences \_\_\_\_\_  
 Special Activities \_\_\_\_\_

Adults:

Curriculum \_\_\_\_\_  
 Instructors \_\_\_\_\_

Scouting Program:

Recruitment of Leaders \_\_\_\_\_  
 Training of Leaders \_\_\_\_\_  
 Supervision of Activities \_\_\_\_\_

Sports Activities:

Recruitment of Leaders \_\_\_\_\_  
 Training of Leaders \_\_\_\_\_  
 Supervision of Activities \_\_\_\_\_

ADMINISTRATIVE PERSONNEL:  
EDUCATION

APPENDIX C

CONGREGATION

VOTERS ASSEMBLY

SENIOR PASTOR

ASSISTANT PASTOR

DIRECTOR OF CHRISTIAN EDUCATION

DIRECTOR OF MUSIC

INSTITUTIONAL  
REPRESENTATIVE

YOUTH  
DIRECTOR

ATHLETIC  
DIRECTOR

SUNDAY SCHOOL  
SUPERINTENDENT

CONFIRMATION  
BIBLE CLASSES

SCHOOL  
PRINCIPAL

ADULT EDUCATION

SCOUT  
LEADERS

COUNSELORS

COACHES

TEACHERS

INSTRUCTORS

FACULTY

APPENDIX C (cont.)

ADMINISTRATIVE ORGANIZATION:  
EDUCATION

CONGREGATION

VOTERS ASSEMBLY

SENIOR PASTOR

DIRECTOR OF CHRISTIAN EDUCATION

YOUTH WORK

PARISH EDUCATION

ELEMENTARY SCHOOL

YOUTH GROUPS

ADULT EDUCATION

ATHLETICS

SUNDAY SCHOOL

SCOUTS

CONFIRMATION

BIBLE CLASSES

SPECIAL PROGRAMS